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ABSTRACT

Because it is based on the premise that learning is a lifelong process and that citizen participation is essential to neighborhood problem solving, community education is particularly attuned to the current needs of cities and can be an effective means for meeting the resettlement needs of immigrants and refugees, as well as for expanding local cultural awareness. Community education is especially well suited for addressing the following priority issues affecting local immigrants: language training in English as a second language (ESL), job training, acculturation, community tensions, cultural awareness, health services, and housing. Among those cities which are currently offering such programs to deal with refugee concerns are St. Paul, Minnesota; Duluth, Minnesota; Hialeah, Florida; Boston, Massachusetts; Houston, Texas; Elizabeth, New Jersey; Chula Vista, California; and St. Louis Park, Minnesota. (This issue paper contains descriptions of the community education programs in each of the above-mentioned cities as well as implementation strategies and resources for use in initiating the community education process.) (MN)

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COMMUNITY EDUCATION AND MULTICULTURALISM

*Immigrant/Refugee Needs
and Cultural Awareness*

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United States Conference of Mayors

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Preface

The U.S. Conference of Mayors, with the support of the Department of Education, has explored over the past three years the relationship of community education to city government. Information on the multipurpose nature of the community education process and the way in which this process can address mayoral concerns has been gathered in site visits to more than twenty cities throughout the country. The purpose of this publication is to demonstrate to Mayors how the community education process can be used to address social concerns which many Mayors are facing today.

First Phase

The information dissemination activities undertaken during the first phase of the Conference's Community Education Program resulted in the publication *Community Education and City Goals and Services: A Report to the Mayors*, sent to all Mayors of cities over 30,000 in population. This report presented a broad overview of how Mayors can use the community education process to develop urban programs and respond to the needs of their cities. Three issue papers were also published and focused on how community education can address specific urban issues of concern to Mayors. These were:

Community Education and Human Services,
Community Education and Services
to the Elderly,
Community Education and Substance Abuse
Prevention.

Current Program

In the current phase of the Conference of Mayors' Community Education Program, three new issue papers have been published to continue the series of publications relating community education to specific issues of concern to Mayors. These are:

Community Education and Housing Needs,
Community Education and Health Services,
Community Education and Multiculturalism:
Immigrant/Refugee Needs and Cultural
Awareness.

The separate papers have been designed to give Mayors an overview of the community education process before they send each publication on to the appropriate staff person for program follow-up.

As can be seen from the disparate issues addressed in the series of six papers, community education is a process which Mayors can use to

take the initiative in a wide range of program areas. Each paper presents an overview of the relationship of community education to urban concerns, and focuses on how a specific issue can be addressed by the community education process. This focus includes a discussion of the issue's trends and problems, the ways in which community education processes can relate specifically to those problems, and case studies of specific cities using community education to develop and implement innovative programs to respond to the issue under consideration.

Special Acknowledgement

The Conference wishes to express its appreciation to the Mayors of the cities highlighted in this paper, their staff members, and the local community educators who provided invaluable insights and information on the community education programs in their cities.

Special thanks is given to the Department of Education for its ongoing support of the Conference's community education efforts and to Mary Boo, Larry Decker, and Suzanne Fletcher, who provided the community educators' perspective for this publication.

Definition of Community Education

Community education is people of all ages in a community coming together to identify their needs and develop programs to meet those needs through the use of locally available resources and coordination of services.

Minimum Elements of Community Education

Although community education programs are so diverse that there is no uniform model, the federal government has defined the following minimum elements of a community education program:

- **Role of the School:** A public elementary or secondary school should be directly (but not exclusively) involved in administering and operating this program.
- **Community Served:** It should be an identified community, which at least includes the regular attendance area of the school.
- **Community Center:** It should be a public facility, whether an elementary or secondary school, a college, or a park center. The facility should offer a broad scope of services—educational, recreational, health care, cultural; complement the school's regular program; and extend the services normally offered by the public facility.
- **Community Needs:** These should be identified and documented on a continuing basis in order to respond to community interests and concerns.
- **Community Resources and Interagency Cooperation:** The program should use as much as possible educational, cultural, recreational, and other resources located outside the school, and combine forces with other public and private agencies in the community.
- **People Served:** They should include all age groups as well as groups with special needs, such as people with limited English-speaking ability, and the mentally and physically handicapped.
- **Community Involvement in Governance:** Various institutions, groups, and individuals in the community should participate in assessing the community's needs, and in operating and evaluating the programs.

I. Introduction: The Benefits of Community Education

Although most Mayors do not have legal jurisdiction over school districts, they are increasingly called upon by their constituents to address school problems such as finances, teacher strikes, busing, and school closings. Mayors are also concerned about the quality of their public school systems. Inadequately educated youngsters find it difficult to be self-sufficient and often require special support services. Additionally, public education impacts upon a city's economic development because a good school system helps to maintain a stable tax base and to attract new industry. Community education is being looked upon by many Mayors as a way to strengthen the public schools and to make better use of local resources.

Community Education Philosophy

The community education philosophy is based on the premise that learning is a life-long process and that citizen involvement is essential to neighborhood problem solving. The concept, which can be adapted to a specific community's needs and resources, holds that local institutions, agencies, and businesses can be used and coordinated in the community education process.¹ This philosophy is particularly attuned to the current needs of cities. Citizens have come to consider participatory

democracy as the norm rather than the exception and need a process for regular input. In these times of diminishing public funds, cities must maximize their local resources. And people today place high priority upon continuing their education for vocational advancement, as well as for personal achievement.

The community education process helps community members to: (a) assess community needs at neighborhood and city-wide levels; (b) organize programs; (c) monitor and evaluate services; and (d) advocate for community determined priorities.² This process brings the people of a given community together in a public facility, generally a school, to discuss their needs, interests, and problems. They devise solutions to fit these needs using locally available resources and skills. It is people working together in a group small enough for the members to identify with—the community. As a group they accomplish what they cannot do as individuals.³

Community Education and Immigrant Populations

This process of maximizing community involvement and resources can respond to urban priorities. For cities faced with large numbers of immigrants, community education provides an excellent system

for delivery of a wide range of neighborhood services to meet the needs of these groups. By increasing neighborhood as well as interagency communication, community education allows for an increased awareness of available services, personnel, and financial resources. Through community needs assessments, a city is able to identify priority concerns. And the location of the community education facility in the neighborhood allows easy accessibility for newly arrived refugees. In this way, community education assists cities in drawing together local resources to meet the special needs of these groups.

Community Education as a Process for City/School Cooperation

As Mayors have been seeking ways to support and improve public school systems, educators have been perceiving a broader scope for schools. Community education is increasingly the process both Mayors and educators are using to strengthen public support for school systems and to better serve their constituents. This process, which stresses citizen participation, attracts both Mayors and educators because it provides a vehicle for the coordination of existing human, physical, and financial resources. Neighborhood schools and other public facilities become the focal point of activity, serving as multipurpose community education centers offering services and programs in response to community need.

Cities and school districts serve and tax similar or identical constituencies. Community education allows Mayors and educators to maximize tax dollars and services, often without starting new programs or allocating additional funds. This benefit is important because in these times of shrinking resources, Mayors are reluctant to initiate programs that could become popular with constituents but be subject to discontinuation due to necessary budget cuts.

Why Mayors Like Community Education

Community education has many advantages for cities. Mayors have cited the following benefits to the Conference during site visits and communication with 74 cities involved in community education.

- **Budgetary Savings**

Well planned community education programs allow cities to save dollars while providing the same or more services. These savings are based on the coordination of services and activities delivered to the community. One example is the Colorado Springs program. Before community education started in Colorado Springs the school district charged the recreation department up to \$150,000 annually for services. Now the city contributes \$40,000 to the community education program in return for the same services and new benefits.

- **Political Support for Public Programs**

In these days of tight funds for government and citizens, all segments of society look for public dollars to serve their interests. Community education is available to all and can become a vested interest of all. Its cost effectiveness is particularly appealing to taxpayers. As Mayor Thomas Dunn of Elizabeth, New Jersey, states, "This [community education] concept of combining resources is good economics, and believe you me, it's good politics. People respond to leaders who understand and try to meet their needs."

- **Neighborhood Stabilization**

Stable neighborhoods create stable tax bases and minimize social disruption, which can lead to high crime rates. Community education stabilizes neighborhoods on an affirmative basis rather than on a reactive, exclusionary one. The citizen participation component gives people a sense of pride and ownership in their community. In Austin, Texas, the community education program, which is jointly funded and administered by the city and the school district, has significantly reduced vandalism in schools and adjacent neighborhoods.

- **Public Support for Schools**

Community education provides a direct means for citizens to become involved with their schools and community colleges. The more involved the public becomes in their education system, the greater the interest in strengthening it. Many cities attribute favorable votes on school bonds to their community education programs. Mayor McClellan of Austin, Texas, speaks of the strong public support for school bonds now that the community has become more involved in the schools through the extensive community education program in that city.

A Positive Approach

The community education concept offers Mayors a means to improve the quality of life in their cities. This concept brings families together to participate in recreational and educational programs and can focus social services on the needs of families and neighborhoods. Communities benefit because the city is able to provide more efficient and responsive services through coordination of programs. And finally, citizen participation in the identification and solution of problems leads to a greater sense of community identity and neighborhood pride.

Addressing Urban Priorities

Mayors are using community education to address significant urban issues. This paper describes how community education can respond to the needs of immigrants and refugees, a priority concern in many cities. Community education can provide a system for the delivery of services and activities. For immigrants, these services can include programs to

acculturate the refugees, such as training in English as a Second Language and coping skills. Activities to promote cultural awareness, such as seminars on refugee history and ethnic fairs, can also be offered.

This paper presents the problems and trends in the issue of urban multiculturalism and the ways in which the community education process can respond specifically to those issues. St. Paul is presented as a case study of a city, heavily impacted with refugees, which delivers a comprehensive system of services to the Indochinese through its community education program. A subsequent chapter describes the ways in which the community education programs in various cities have responded to those refugee issues that Mayors have cited as being of most concern. While the cities mentioned in this issue paper represent a cross section of activities based on our contact with local government and school officials, this publication has not been designed as a comprehensive listing of community education programs in cities.

II. Urban Multiculturalism: Problems and Trends

Hundreds of thousands of immigrants and refugees have entered the United States over the past few years, with the vast majority coming to urban areas. This heavy influx of people—both expected and unexpected, documented and undocumented—has had a profound impact on cities, many of which already face housing shortages, rising unemployment, and growing demands for strained city services. To meet the health, housing, and employment needs of these new members of the community and to minimize resettlement problems, Mayors and city officials must pull together existing resources and work closely with the many public and private organizations serving immigrants and refugees.

Community education can play an important role in addressing resettlement concerns. Traditionally, a hallmark of the community education process has been its flexibility to meet changing needs. Through active community participation—a core element in the process—specific local needs of both long-term residents and newcomers can be identified and assessed on an ongoing basis, another key component of community education. And through essential interagency cooperation—also an element of the community education process—the resources of the city and the schools can be coordinated to

avoid duplication and result in efficient, cost effective delivery of required services.

Resettlement: Special Concerns for Mayors

Resettlement is a major issue facing cities large and small across the nation. Nearly half a million Indochinese refugees have arrived since 1975, with thousands more coming every month; the "Freedom Flotilla" of 1980 brought over 125,000 people from Cuba; and thousands of Haitians, Soviet Jews, Mexicans, and others immigrate to the U.S. each year. Mayors have long recognized that a wide range of city services are impacted during the adjustment of the newcomers to American life. At a national meeting last fall sponsored by the Mayors' Task Force on Refugee Resettlement and the Conference of Mayors' Refugee Program, Mayors and city officials identified their major concerns:

- stronger and earlier English *language training* programs;
- increased *job creation, training, and placement* efforts;

-
- better *coordination* among governments, voluntary agencies, and refugee self-help organizations;
 - anticipation and prevention of *community tensions* by involving existing city populations in resettlement and by educating city residents in the cultural values of the refugees and the contributions they can make.⁴

Other needs cited by the Mayors were in areas of *health, housing, and acculturation*. Many refugees come to the U.S. after experiencing war, famine, disease, and other hardships, and they require immediate as well as long-term health care and attention. Housing is often a major problem, with competition for scarce public units frequently leading to conflicts and tensions between immigrants and other low-income city residents. Mayors also feel that orientation to American values and customs can be essential to the immigrants' survival and quest for self-sufficiency in an often unfamiliar complex urban environment.

Multiculturalism as a Positive Urban Trend

This latest wave of immigrants comes at a time when a growing number of Mayors are encouraging activities to preserve diverse cultural values and ethnicity in their cities. A recent Conference of Mayors' study revealed that 70 percent of the responding cities support ethnic programs and events, which Mayors view as useful tools for building community spirit and pride.⁵ Programs that help to preserve ethnic traditions and further understanding of cultural diversity can help reduce community tensions and have a significant impact on the quality of urban life.

This trend towards encouraging Americans to learn about and appreciate one another's heritage and values has implications for refugee resettlement efforts. According to Seattle Mayor Charles Royer, with multicultural awareness and sensitivity, "citizens are more likely to understand and welcome the diverse cultures of our newly arrived immigrants and to make them a part of Seattle's future."⁶

Cities heavily impacted with immigrants, such as St. Paul, as well as cities with relatively small refugee populations, such as Duluth, have joined resources with schools through community education on this issue of mutual concern.

Community education can be an effective vehicle for Mayors to use in planning strategies and operating programs to respond to local refugee resettlement problems. The coordination that Mayors have cited as vital to these efforts is a core element of the community education process. Local governments, schools, and the private and voluntary sectors cooperate regularly on community education programs. And in cities such as St. Paul, this type of coordination and joint planning, which includes refugee self-help groups, has been key to the success of the multiculturally focused community education activities.

Mayors recognize that before policy decisions can be made, the actual needs of the immigrants must be identified and prioritized—an especially complex task because the immigrants' social customs and values are often markedly different from those of Americans. Such needs assessments are an integral component of community education, with immigrants and refugees often serving on the city-wide or neighborhood advisory councils that help

III. Responding to the Needs of Immigrants and Refugees Through Community Education

plan and evaluate the community education agenda. In Duluth, for example, a needs assessment revealed the importance of sports to the Indochinese culture and led to the establishment of special programs, coordinated by community education and the Parks and Recreation Department, for the city's Vietnamese residents.

Community Education: Flexibility to Address Diverse Needs

Through the Conference's Task Force on Refugees, Mayors have discussed the need for services that are extremely diverse, ranging from health care to cultural awareness. Community education can respond by taking the lead on issues; in some cities it already provides most language training for immigrants. Or, because of its flexibility, community education can augment existing programs in neighborhoods with special needs.

An excellent example of community education's capacity to respond to many of the refugees' needs is English as a Second Language (ESL) programs. Although ESL deals primarily with language training, community education programs in cities around the country have expanded ESL activities to include survival skills, job training, nutrition education, and a

host of other topics that address the specific needs of local immigrants.

The following are some priority issues for Mayors that can be addressed through the community education process.

Language Training

The demand for language training is so great in some cities that there are often long waiting lists for ESL instruction. Many community education programs have extended their ESL instruction to help meet the new demand, as in Hialeah, Florida, where the regular classes and a special "English-at-home" program have been very popular among the recent Cuban refugees.

Employment

Job training is essential in helping immigrants to become self-sufficient members of society. Community education programs often offer courses in job skills such as typing, bookkeeping, and mechanics; immigrants are encouraged to take advantage of these. In St. Paul, "work" vocabulary is taught through ESL, and students have the opportunity to practice interviewing and preparation of job applications. Also, ESL classes in many cities focus on preparing students to enter the school system's vocational education programs. The day care programs frequently offered through community education can be vital to parents who are working, job seeking, or undergoing job training.

Acculturation

A high percentage of the recent immigrants have come from rural cultures with agrarian or fishing based economies. Adjusting to complex urban living involves far more than simply learning a new language. Basic coping and survival tasks such as shopping at a grocery store or riding public transportation can be major undertakings for immigrants. Through community education activities, immigrants are often taught how to open a bank account. This is especially important because immigrants who are unfamiliar with the concept of banking may carry all their money, making them easy targets of crime.

Community education's citizen advisory councils can determine whether there is a local need for this type of acculturation and can identify resources

to respond. Joint planning and cooperative efforts with city agencies and other organizations can help address this issue. For example, in Minneapolis the police department works through the community education system to teach the Hmong refugees about the role of the police and American concepts of legal rights and responsibilities.

Community education programs play an important role in bringing immigrants into contact with their neighbors on a broad range of educational, recreational, cultural, and social programs. These activities may not be designed specifically for refugees, but can effectively involve the newcomers and the city residents in the acculturation process.

Community Tensions

Apprehension among low-income city residents that immigrants will usurp jobs and limited public resources can lead to community tensions, and Mayors have stressed the need to involve the community in resettlement efforts as a way to help ease these tensions. Community education, because the activities and priorities are determined directly by the community served, can be one approach to encouraging this type of participation. An excellent example of this is in St. Paul, where a community school established an Acculturation Task Force that emphasizes rumor control.

Cultural Awareness

Mayors view cultural awareness—for the established city residents, as well as the newcomers—as integral to successful resettlement efforts because they recognize that cultural differences can lead to conflict. Mayors feel that once people in the community begin to understand one another, and the contributions that each culture makes to the society, their fears will be greatly reduced. The St. Paul community education system developed a seminar series, "St. Paul's New Immigrants—The Indochinese," to address this issue.

Community education has the capacity to offer a broad range of activities that foster cultural awareness. The interagency cooperation that is a key element of community education is especially significant in cultural activities. Local arts groups, churches, universities and community colleges, museums, volunteer and self-help groups, the media, and city agencies such as parks and recreation departments and libraries typically collaborate on

cultural community education programs. Collaborative activities include ethnic festivals, theater and arts programs, language and cooking classes, and heritage related events that focus on history, social customs, and values.

City officials can approach the unique needs of immigrants with cultural sensitivity when cities tap the multicultural resources of schools through community education. These resources can include teachers, scholars, and specially trained staff.

Health Services

Providing health care and health education for immigrants and refugees through community education can be both efficient and cost effective. Many cities house health clinics in community schools and offer services such as prenatal and infant care, dental care, and preventive health care for the elderly. The presence of accessible health programs in the neighborhood can be vital to immigrants, who may be more likely to take advantage of the services in familiar school surroundings than to leave the neighborhood to go to a large urban medical center. Also, because community education stresses citizen involvement in decision making, specific health needs of immigrants can be addressed, as in Elizabeth, New Jersey, where a health clinic in a community school offers an immunization program especially for the refugees.⁷

Housing

Housing for immigrants is a major issue in cities, and it is a special problem for the many cities that

already face severe housing shortages. Community education has collaborated with cities on a range of activities relating to housing, and the potential exists for many of these programs to respond to some of the particular housing needs of refugees.

Community education programs have offered city residents low-cost opportunities to learn home maintenance and repair, weatherization, and other important skills that can impact not only an individual house, but also an entire neighborhood. Home security programs and crime awareness techniques are also often provided through community education.⁸

Immigrants would, of course, be able to benefit from such general programs, but some cities have designed specific housing related activities for immigrants, as in Minneapolis, where ESL includes sessions on landlord/tenant relationships.

It is important to note that immigrants often have values regarding housing that are very different from American values. For example, in the Hmong culture, several families could easily share a living space that would generally be reserved for only one American family. This Asian value of close community living is often misunderstood by Americans, and it can add to neighborhood tensions. A community education citizens advisory council could determine whether activities to explore different housing related values would be appropriate. Through interagency cooperation, perhaps involving the cultural anthropology department of a local college, a program to meet this need could be designed.

IV. St. Paul: Community Education Addresses Refugee Concerns

St. Paul, Minnesota, has become one of the largest areas of resettlement in the country for Hmong people. The Hmong, from the mountain region of Northern Laos, face a multitude of problems upon their arrival in the United States. Among these problems are the language barrier, need for job training and employment, lack of knowledge of available resources, and a need to master basic coping and survival skills to adjust to our mechanized society.

Support for City Refugee Efforts

The city of St. Paul and the St. Paul Board of Education through their cooperative community education program offer comprehensive services to respond to the needs of the new refugees. This mutually cooperative effort on the part of the school district, the city, and local agencies has enabled St. Paul to develop a network for the delivery of programs and services to the Hmong. Community support and the involvement of the refugees themselves have been integral components of the St. Paul approach. Another vital ingredient has been the positive commitment and support of the Mayor and the School Superintendent.

Neighborhood community education facilities are natural centers for educating the Hmong and/or

providing services. Interagency coordination through community education has allowed the city to stretch its resources to meet the wave of refugees. And the participation of St. Paul's citizens in planning programs to help the Hmong and in working with the refugees has increased cultural awareness. This citizen participation through community education has heightened the recognition that there is something to be gained and shared from each group in society.

The following description outlines the important role the community education process has played in addressing the needs of St. Paul's new refugees.

Cultural Awareness

Mayor George Latimer of St. Paul is a strong believer in the importance of intercultural awareness and ethnic sensitivity. He feels that Americans should be sensitive to the fact that many of our values may come into conflict with Asian values and customs. For example, for the Hmong, who place a high priority on a close integrated family life, multiple family occupancy of a single house is the social norm. This practice often comes into conflict with city housing and zoning laws. The Mayor points out that an adaptation of legal requirements could lessen the problems these laws create for the Indochinese,

whose physical isolation in moving to the United States is compounded by social isolation when separated from their families.

The community education process has been instrumental in developing programs to sensitize both the refugees and the Americans to the other culture.

"St. Paul's New Immigrants—The Indochinese"

An ambitious project was undertaken by community education with a grant from the Minnesota Humanities Commission. Seminars entitled "St. Paul's New Immigrants—The Indochinese" were organized by community education staff in close cooperation with the Lao Family Community (a nationwide mutual aid society established and directed by Hmong refugees). These seminars focused on five areas of Indochinese culture—food, music, dance, history, and religion—with presentations developed and performed by Indochinese residents of St. Paul.

These extremely popular seminars helped to educate the American population about the history of the refugees, their unique culture, and why they have come to the United States.

Classes and Seminars Promote Cultural Awareness

Other community education efforts to increase cultural awareness include:

- a day-long seminar for St. Paul police on Hmong language and culture. Recently the chief of police hired two bilingual staff members for community relations.
- a Summit University Acculturation Task Force seminar on Hmong culture presented as a prelude to the "St. Paul's New Immigrants—The Indochinese" Seminars; and
- a class on American customs as part of English as a Second Language training for the Hmong.

Language Training

English as a Second Language: Volunteers Offer Support

Citizen participation and interagency cooperation are vital components of the English as a Second

Language (ESL) training program offered through community education. Citizen volunteers recruited through the community education newsletter are trained in basic teaching techniques and in cross cultural awareness. Hmong students are then matched with the volunteers, who offer in-home and family tutoring. This personal approach benefits both the Americans and the Hmong by increasing intercultural awareness and understanding.

Through coordination with the Lao Family Community, the city has been able to stretch its resources. The Hmong attend intensive bilingual classes at the Lao Family Center for the first three months of instruction and then are integrated into the ESL training offered by community education. This cooperative approach through the community education process has allowed St. Paul to make the most efficient use of the limited funds and few interpreters.

Waiting Lists for Conversational Hmong

Through needs assessments, the community education program learned of city residents' interest in learning the Hmong language. In response, the community education staff developed a course in conversational Hmong. This popular class has a waiting list and has attracted police, fire fighters, nurses, teachers, city agency people, and others who work closely with the refugees.

A community education staff member developed materials for use in the course, including a Hmong-English phrasebook, study guide, and language cassette. And part of each class session involves pairing American and Hmong students who are learning each other's language, thus allowing both to polish their skills.

Employment

The Hmong have a strong desire to be self-sufficient. However, coming from a mainly agrarian economy, they enter our highly technological society unskilled, unemployed, and dependent on government or private assistance.

Enhancing Job Training

Responding to the need to prepare the Hmong for employment, the Minnesota Department of Public Welfare supports the Adult ESL Career Orientation Project, administered by the community education

program. Infusing career education into the existing ESL curriculum, the project creates an awareness of the role of workers and types of work in the United States. It also fosters self and career awareness and presents job seeking, retention, and procedure skills.

Community Tension

In the Summit University neighborhood, where the majority of St. Paul's Hmong refugees live, the circulation of rumors (such as the rumor that refugees do not have to pay taxes for five years), and the belief that the refugees were receiving favorable treatment in employment and public assistance caused tension and frustration among low-income neighborhood residents. To alleviate this situation, the community education coordinator at the neighborhood community center established the Summit University Acculturation Task Force. The task force investigates and dispels rumors. And it brings together community members and agencies working with the refugees to present needs and to coordinate responsive programs.

Communication Eases Tensions

The task force is actively involved in acculturation seminars for Hmong refugees and with seminars for Americans on Hmong culture and history. The community education coordinator is currently planning a program to present Afro-American history and culture to the Hmong.

These efforts are helping to integrate the refugees into the community and educate residents about the culture of their neighbors. Neighbor to neighbor communication is the goal of the task force, whose members feel that as people begin to know one another and cultural misunderstandings diminish, tensions will ease.

Acculturation

The Hmong refugees experience great culture shock upon arriving in America. Refrigerators, freezers, and stoves are new to them. Community education in St. Paul has responded to the need for coping and survival skills in a variety of ways.

Homemakers Program In Housing Projects

Community education offers a Homemakers Program for all those who must manage on very low incomes. To assist the Hmong in adjusting to our

society, certain days have been reserved for the refugees, with the program altered to fit their special needs.

Classes, held in the public housing projects, teach the refugees basic skills such as how to turn on an oven, brush teeth, shop for food, and dress properly for Minnesota weather. Also included is instruction in food and nutrition, selection and care of clothing, home management, and consumer education. For women with small children, there is a planned educational preschool program at nearby community centers while the mothers attend class.

Space in the housing projects is donated by the housing authority for the program. In addition, referral services are provided by a local community agency, and funds from adult vocational education pay for bilingual workers. This form of interagency cooperation through the community education process allows for a more efficient use of resources. By coordinating with these agencies for support services, funds can be spent directly on homemaking curriculum.

The delivery of needed survival skills on a neighborhood level is particularly important to refugees. Classes in the housing project remove hindrances that are threatening to newly arrived immigrants—the need to take public transportation, to count money, to read signs, and to speak and/or understand English. The housing project is a comfortable environment, increasing the likelihood that the refugees will attend classes.

Coping Skills as Part of ESL

Coping skills are also taught as a component of community education's ESL training. Staff from the Public Health Department and from the Homemakers Program provide instruction in food, nutrition, safety, and health. Other topics discussed include how to obtain a driver's license or social security card, report a crime, and obtain a telephone.

Acculturation Seminars Respond to Refugee Determined Needs

The St. Paul community education program, in cooperation with the Summit University Acculturation Task Force, has conducted several acculturation seminars for the refugees. Topics for the seminars, chosen by the Hmong themselves, have included

Hunting and fishing laws, welfare, insurance, and the Refugee Act of 1980.

The seminars are a means of educating the refugees about our laws, and informing them of available city services. Bilingual directories describing neighborhood and city resources are distributed at the seminars.

By making excellent use of community resources, community education has been able to conduct the seminars for very little money. Due to a joint facilities use agreement between the city and the school board, the seminars can be held in the local technical vocational school without rental charge. Speakers from state, county, and municipal departments donate their time. And, a faculty member from a local college who has lived in Laos provides his assistance for the seminars.

Health

The health needs of the new refugees in the Summit University area are being addressed by the Model Cities Health Clinic located in the Martin Luther King Multiservice Center, where a neighborhood community education center is housed.

The health clinic has extensive contact with the refugees due to the many health problems the immigrants have brought with them after years in refugee camps. Staff must educate the Hmong, many of whom have never seen a doctor, on how to recognize an illness, take medicine, and get a prescription filled. The strong belief in folk medicine must also be taken into account as doctors and nurses seek to treat the refugees.

Interagency Cooperation Lessens Rumors and Resentment

The director of the health clinic, working in close cooperation with the community education coordinator and the Acculturation Task Force, is helping to dispel rumors circulating in the community about the health of the refugees, (e.g., that all refugees have tuberculosis). Resentment on the part of low-income residents over the Hmong's extensive use of the clinic has also been dealt with through communication among health professionals, community members, and task force representatives.

Resources

The materials described below were developed by St. Paul's community education program for the Adult English as Second Language training for Hmong students. The series was written by Louise Locketz. The titles, a synopsis, and the cost are:

<i>JOB SEARCH</i> (Publication #7980025)	\$3.00	A workbook for students.
<i>HELLO COMMUNITY</i> (Publication #7980026)	\$3.00	Helps the student learn about workers and jobs in the community.
<i>NEW DIRECTIONS</i> (Publication #7980027)	\$3.00	A workbook to help the student learn more about self in relation to work and community.
<i>TEACHER'S GUIDE</i>	\$3.00	Guide to the workbooks.
<i>INDOCHINESE OCCUPATIONAL POSTERS</i>	\$2.00	A set of 13 posters showing Indo-chinese working at various jobs.
<i>HMONG-ENGLISH PHRASEBOOK FOR AMERICANS</i>	\$3.00	Assists Americans with acquiring practical Hmong vocabulary via English phonetics.
<i>HMONG LANGUAGE CASSETTE TAPE FOR AMERICANS</i>	\$2.00	Thirty minute tape to accompany the Phrasebook.
<i>HMONG LANGUAGE STUDY GUIDE FOR AMERICANS</i>	\$3.00	This programmed book teaches Hmong grammar and sentence structure.

Copies of the materials may be ordered by writing to:

Community Educational Services
360 Colborne Street
Saint Paul, Minnesota 55102
Attention: Marilyn Gallick

For further information about St. Paul's community education activities please contact:

The Honorable George Latimer
Mayor of St. Paul
347 City Hall
St. Paul, Minnesota 55102
(612) 298-4323

Dr. George P. Young
Superintendent of Schools
Administration Building
360 Colborne Street
St. Paul, Minnesota 55102
(612) 293-7831

Mr. Ben Bryant, Coordinator
Adult Basic and Continuing Education
Administration Building
360 Colborne Street
St. Paul, Minnesota 55102
(612) 293-7755

Language Training and Employment

Ms. Louise Locketz
Gordon School
1619 Dayton Avenue
St. Paul, Minnesota 55104
(612) 646-7456

Acculturation Task Force

Mr. Cedric Mitchell
Community Education Coordinator
Martin Luther King Center
270 North Kent Street
St. Paul, Minnesota 55702
(612) 224-4601

Homemakers Program

Ms. Pat Hatteberg
St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, Minnesota 55102
(612) 221-1345

"St. Paul's New Immigrants— The Indochinese" Seminars

Ms. Diana Rankin
536 Dayton Avenue
St. Paul, Minnesota 55102
(612) 224-8523

V. Specific City Approaches Through Community Education

Language Training

Duluth: Public/Private Partnership Yields Unique ESL

In Duluth, the private sector is a partner in language training efforts. Jeno's, Incorporated has a large plant in Duluth, and the company has made two executive offices available for the community education program to present ESL activities. Jeno's encourages its foreign speaking employees to take advantage of this opportunity before or after a workshift. Because much of the work at the plant is manual labor, many immigrants and refugees are employed here and are able to participate in the very successful program.

Also, in addition to the regular ESL programs held at community schools, Duluth will place an ESL teacher at the city library. Strong cooperation with city agencies such as the library is mandated by the legislation that established community education in Minnesota. The head librarian is a member of the city-wide community education advisory council.

Hialeah: City/County Cooperation To Meet New Demand

For the 30,000 Cuban refugees who arrived in

Hialeah last year, language training is essential, and the city's community schools expanded their ESL programs to help meet the new demand. At the Filer Community School, serving a population that is 80 percent Cuban, Hispanics are heavily represented on the community advisory council. Filer offers four different proficiency levels of ESL and has initiated an extremely popular "English-at-home" class. Through the use of a series of 96 tapes and written materials, students can work at home at their own pace or to complement another English class. An ESL teacher is available every weeknight to work with students who want individual assistance.

Mayor Dale Bennett feels that Hialeah's community schools play an important role in the neighborhoods they serve. Dade County administers the program, and the city has co-sponsored community education for 17 years, providing \$5,000 per year to each of the city's community schools.

Minneapolis: Volunteers Play Vital Role

Minneapolis, with its high concentration of Hmong refugees from Laos, offers ESL throughout the city's extensive community education program. To help keep pace with the heavy demand, the program draws on volunteer college students majoring in linguistics for assistance.

St. Louis Park: Jewish Center, Community Education Combine Resources

St. Louis Park community education, a jointly administered city/school program, offers ESL to the city's Russian Jewish immigrants through a cooperative arrangement with the Jewish Community Center, a private agency. While many of the basic needs of this group of immigrants, such as housing and employment, are handled by a national network of Jewish Family Centers, language training was seen as a need in St. Louis Park. Eighty percent of St. Louis Park's ESL students are Russian, and most are senior citizens. Community education provides the teachers and the books; the Jewish Community Center provides transportation, lunch, and classroom space.

Employment

Boston: Community Education Staff Offers Job Counseling

Job counseling by the community education staff fills an important need for the Chinese and Indochinese women living in the neighborhood served by Boston's Quincy Community School. Many of these women are garment workers in the area's textile factories and are often unsure of how to deal with problems that arise in the workplace. The important Asian values of politeness and respect for authority might prevent a worker from bringing a problem to a supervisor's attention or even discussing it at home. The community education staff, especially through ESL classes, strive to make the women in the neighborhood feel comfortable enough to share their concerns and explore possible solutions.

Hialeah: Day Care Vital for Working Parents

Low-cost day care provided at the South Hialeah Community School is extremely important for the working parents in the community. The school serves a low-income area which is 97 percent Hispanic; a significant number are recent Cuban entrants. The low cost combined with convenient hours (afternoons during the school year and full days during the summer) allow parents to work, to look for job opportunities, or to take advantage of community education courses, such as ESL or vocational programs, to prepare them for careers.

Minneapolis: Local Business Aids Job Placement

The private sector is working closely with community education to help meet the employment needs of Minneapolis' recent immigrants. Control Data Corporation, a large employer in the area, sends representatives to ESL classes to talk about different types of jobs and about what to expect in the workplace. The company works with the community education staff to place students in jobs. The ESL staff teaches the immigrants about resumes and about what to say and wear on interviews.

Acculturation

Chula Vista: Family Oriented Program Vital for Transient Population

Chula Vista's three community schools are set in predominately Mexican American neighborhoods with highly transient populations of immigrants from nearby Mexico who eventually move on to the larger California cities. Mayor Will T. Hyde is very supportive of community education's efforts to help make these immigrants feel at home in their new country. Many of the activities are planned so that the entire family can participate. Extensive activities for seniors, Spanish language parenting classes, and day care are provided. Also, the community education coordinators at the schools serve as informal resources for referrals to local housing, health, and job training services.

Duluth: Family Day, Sports for Refugees

As a city proud of its ethnic diversity, Duluth welcomed its 400-500 recent Indochinese refugees. To help orient the refugees to their new city, the community education advisory council decided to sponsor a "Family Day," including lunch and a bus tour of the area.

"Americanization" classes are offered through Duluth's community education program. In addition to teaching immigrants about American history and government, the classes cover practical topics such as driving laws, grocery shopping, and the concept of insurance.

Immigrants are encouraged to participate in the community education decision making process, and the Indochinese refugees have expressed a par-

ticular interest in recreation programs. Community education now co-sponsors a Vietnamese volleyball team. Also, at an inner city community education center, free gym time has been set aside on a regular basis for the Indochinese refugees. Community education operates a wide variety of recreation activities in which immigrants and refugees participate. Many of these programs are planned and run in cooperation with the city's Parks and Recreation Department; the director of the department is a member of the city-wide community education advisory council.

Hialeah: Community Education Sponsors Bilingual Income Tax Aid

Mayor Dale Bennett proclaimed official "IRS-VITA Day" in Hialeah last spring, giving high visibility to community education's bilingual program to assist non-English speaking people in filling out their tax forms. The IRS offers VITA (Volunteer Income Tax Assistance) every year. With community education sponsorship and the strong support of Mayor Bennett, VITA has become extremely popular among Hialeah's 73 percent Spanish speaking population.

Minneapolis: Coping and Survival Skills Through ESL

In Minneapolis, community education plays a major role in helping thousands of recent Indochinese immigrants adjust to their new way of life. The Mayor's office, the schools, city agencies, corporations, and foundations all cooperate through the community education process to provide an integrated system of services.

The centerpiece of the community education efforts is a comprehensive ESL program that stresses coping and survival skills. Most of the activities are located at the Windom Resource Center, a former school that has been converted into a community education center, and many of the immigrants receive money from the city welfare department for transportation to the center. In addition to language training, the teachers focus on topics as basic as how to dress for cold weather, and socially unacceptable behavior such as wearing a bathrobe to the grocery store. Local businesses, health and human service agencies, and community organizations send representatives to talk with the newcomers about different aspects of life in the city. For example, the police department explains the role

of the police and American concepts of legal rights and responsibilities. The immigrants are also taken on field trips to introduce them to new experiences—the circus, the zoo, movies, and restaurants. A trilingual radio program, funded by the State Department of Education, focuses on coping skills as well.

The community education staff is sensitive to the different needs and values of the people they are working with. A scholar from the University of Minnesota, who works closely with the board of education on this issue, has made presentations on multicultural awareness for teachers throughout the school system.

A unique facet of the Minneapolis effort is the extensive involvement of the private sector. Community education received a \$25,000 grant from General Mills specifically to work with the refugees on coping skills. Several other businesses have donated funds or other services, and the local Chamber of Commerce has been extremely supportive.

St. Louis Park: Community Education and Jewish Center to Collaborate on Seniors Activities

The St. Louis Park community education program and the Jewish Community Center (JCC), which already collaborate on ESL, are considering coordinating some of their activities for senior citizens. The JCC staff is concerned that the elderly Russian Jewish immigrants who come to the center feel very isolated from their new community, which is not a problem for the younger immigrants who are drawn into the mainstream culture through work or school.

The city/school administered community education program offers extensive activities for the city's elderly, and great potential exists for the Russian Jewish immigrants to meet and relate to other senior citizens. A joint fishing trip was held last year, and the staffs would like to encourage not only more recreation and leisure activities, but also opportunities for cultural exchanges between the community education program and the Jewish Community Center to enrich the lives of the city's senior citizens and the elderly immigrants.

Cultural Awareness

Boston: Staff Training Leads to Integrated Approach

At Boston's Quincy Community School, workshops are held for the staff to learn about the various cultures represented in the school's integrated neighborhood—Hispanic, black, white, Chinese, and, most recently, Indochinese. The multilingual staff stresses cultural awareness in every community education activity; the focus is on the importance of preserving one's own culture while learning to appreciate the social customs and values of others in the community.

Chula Vista: Folklore, "Spanish-for-Anglos" Highlight Program

The community schools in Chula Vista offer a variety of cultural activities, such as dinners and festivals, for the Mexican American neighborhoods they serve. The community education program also runs a special "ballet-folklorico" program on Mexican folk dance. A "Spanish-for-Anglos" program is also offered through community education.

Duluth: Strong Citizen Interest in Cultural Programs

The citizens of Duluth place a high priority on cultural preservation, and community education has responded by offering a range of programs including cooking and language classes for several of the local ethnic groups, among them Vietnamese, Chinese, and Polish. Community education bought the rights to *Roots* and used it as the basis for an Afro-American heritage program.

At Christmas, community education sponsors activities for city residents to learn about the religious and holiday traditions of other cultures. Also, through community education, citizens have the opportunity to participate in the Indochinese New Year celebration.

Houston: Community Fair Includes Ethnic Arts

Ethnic arts and foods, especially arts and crafts of the recent Indochinese refugees, highlighted a community fair sponsored by a community education

center. Several hundred people, including many immigrants, attended the fair which brought together approximately 35 local agencies such as the health department and the city library. Also, immigrant groups and self-help agencies regularly hold meetings and ethnic celebrations in Houston's community education centers.

Minneapolis: Cultural Understanding Through Theater

Mayor Donald Fraser feels that a key to successful resettlement efforts is an understanding by Minneapolis residents of the history, culture, and values of the recent Indochinese immigrants. The Mayor strongly supports the cultural awareness activities offered through community education. In the Holland Community School, for example, young people, with the help of parents and a theater professional, dramatized a Southeast Asian folktale, which was performed at many schools throughout the city.

Health Services

Boston: Health Services Success Due to Asian Community Involvement

The community education program at the Quincy Community School, which receives a portion of its funding from the city, provides intensive health education for Laotian refugees. The Laotian people have a different concept of health care; they believe strongly in folk medicine and often do not seek professional care. Also, many of the Asian elderly will not enter hospitals or health clinics, believing that one only enters such places to die. The multilingual community education staff works with the refugees to help them overcome these biases and to encourage them to seek professional health care.

The community education staff cooperates closely with the South Cove Health Clinic, which is housed in the Quincy School. The clinic offers community based services to the neighborhood residents who are primarily Indochinese refugees or of Chinese ancestry, and to the greater Boston Chinese community. The success of the clinic can be attributed to the extensive involvement of the community, largely of Asian origin, in developing the appropriate approaches. The services emphasize the social well-being of residents in addition to their

physical health. The multilingual staff, which includes physicians, dentists, social workers, and psychologists, coordinates with the city health department on many of the clinic's programs.

Elizabeth: City/School Cooperate on Refugee Immunization Program

To enable the city to fulfill legal requirements concerning its large population of recent Cuban refugees, a special immunization program has been established at Elizabeth's George Washington Community School. The program is part of a cooperative arrangement between the city health department and the school board to offer medical and dental care to neighborhood residents. The city provides medical staff, the school board contributes the facilities rent free, and the state provides operating funds.

Mayor Thomas Dunn enthusiastically supports this combining of resources both because it is "good economics" and because it is an especially effective way for the city to respond to community determined health care needs. For the newly arrived immigrants, in particular, the school based clinic is easily accessible, and a Spanish speaking community liaison is available.

Houston: Bilingual "Stop Smoking Clinics"

One of Houston's nine community education centers is located in a low-income Mexican American community, which includes recent Mexican immigrants. The community education staff, along with the neighborhood advisory council, determined that the "Stop Smoking Clinics" they planned had to be presented in Spanish in order to be useful to the residents. The staff coordinated with the American Cancer Society, which runs the clinics, and for the first time the program was offered in Spanish.

Minneapolis: Health Education Through ESL

Through community education's extensive ESL program, public health nurses speak to the immigrants about the importance of medical checkups and explain medical procedures such as why doctors take blood samples. Basic health and nutrition are also taught.

Housing

Duluth: Homeownership Program for Low-Income Families

The city Housing and Redevelopment Authority operates a homeownership program for low-income families, with community education cooperating to offer an extensive series of classes for the participants. The program is not geared specifically to immigrants or refugees, but the potential exists for them to participate. Because the city saw the need to add the educational component, the housing program could be particularly meaningful for immigrants who are unfamiliar with urban life.

The city provides an office and classroom space to community education, which coordinates lectures on a range of issues, including residents' rights, budgeting, lawn care, interior decorating, and legal aspects of ownership.

Minneapolis: CACHIE Has Potential to Address Refugee Housing Needs

Through the Citywide Advisory Committee on Home Improvement Education (CACHIE), community education offers a wide variety of innovative courses on home repair, improvement, maintenance, and weatherization. All city residents, including immigrants, are afforded a unique opportunity to learn from housing professionals about ways to solve their housing questions and problems. CACHIE has special potential to reach immigrants and refugees because it emphasizes the needs of renters as well as owners. CACHIE, which includes interested citizens, community education personnel, and representatives of city agencies and community and consumer groups, works with local community education coordinators to shape programs to fit the individual housing needs of neighborhoods.

Also, in Minneapolis the ESL programs address housing needs of the newcomers. Representatives of tenants' associations speak to the ESL students on landlord/tenant relationships, with particular attention to ways of expressing problems, such as lack of heat, to the landlord.

For more information on the community education activities described in this chapter please contact:

Boston

The Honorable Kevin H. White
Mayor of Boston
City Hall
Boston, Massachusetts 02201
(617) 725-4400

Mr. Donald B. Manson, Director
Public Facilities Department
City Hall
Boston, Massachusetts 02201
(617) 725-4920

Mr. Jim Yee
Administrative Coordinator
Quincy School
885 Washington Street
Boston, Massachusetts 02111
(617) 426-6660

Chula Vista

The Honorable Will T. Hyde
Mayor of Chula Vista
P. O. Box 1087
Chula Vista, California 92012
(714) 575-5044

Dr. Dolores Ballesteros
Assistant Superintendent of
Administrative Services
84 East J Street
Chula Vista, California 92010
(714) 422-8341

Duluth

The Honorable John Fedo
Mayor of Duluth
403 City Hall
Duluth, Minnesota 55802
(218) 723-3295

Ms. Rosemary Perrault
Director of Community Education
Lake Avenue & Second Street
Duluth, Minnesota 55802
(218) 723-4150

Elizabeth

The Honorable Thomas G. Dunn
Mayor of Elizabeth
City Hall - W. Scott Place
Elizabeth, New Jersey 07201
(201) 353-6000

Mr. Charles Coniglio
Director of Community Services
500 North Broad Street
Elizabeth, New Jersey 07207
(201) 558-3085

Hialeah

The Honorable Dale G. Bennett
Mayor of Hialeah
P. O. Box 40
Hialeah, Florida 33011
(305) 885-1531

Mr. Dan Deloach
Office of the Mayor
P. O. Box 40
Hialeah, Florida 33011
(305) 883-5816

Dr. Louis Tasse
Director of Community Schools
Dade County School System
1410 NE Second Avenue
Miami, Florida 33132
(305) 350-3271

Houston

The Honorable Jim McConn
Mayor of Houston
P. O. Box 1562
Houston, Texas 77001
(713) 222-3141

Ms. Florence Neumeyer
Executive Assistant to the Mayor
P. O. Box 1562
Houston, Texas 77001
(713) 222-3141

Ms. Patti Carlton
Community Education Coordinator
Houston Community College System
22 Waugh Drive
Houston, Texas 77007
(713) 524-2128

Minneapolis

The Honorable Donald Fraser
Mayor of Minneapolis
127 City Hall
Minneapolis, Minnesota 55415
(612) 348-2100

Mr. Ron Handley
Community Education Coordinator
Windom Resource Center
5821 Wentworth South
Minneapolis, Minnesota 55413
(612) 861-4118

St. Louis Park

The Honorable Phyllis McQuaid
Mayor of St. Louis Park
5005 Minnetonka Boulevard
St. Louis Park, Minnesota 55416
(612) 920-3000

Ms. Barbara Zell
Community Education Coordinator
Central Community Center
6300 Walker Street
St. Louis Park, Minnesota 55416
(612) 925-4300

VI. Implementation Strategies for Initiating the Community Education Process

Policy Making Support

The community education process seeks to identify the needs and wants of the community and assists in developing facilities, programs, staff, and leadership in response to those needs. Implementation of this process requires a collective effort by numerous groups and individuals who are committed to the community education concepts of broader use of schools, community involvement, and interagency cooperation. Policy making support from citizens, local leaders, and representatives of community groups who are knowledgeable and supportive of community education can be a significant factor in the success of a program.

Although the developmental process may vary by community, the following are suggested steps for implementing a community education program.

Development of a Task Force or Planning Group

The Mayor and school superintendent should appoint a community education task force to do initial planning. This task force should be representative of the community, city government, and school district, including principals, teachers, and custodians. School district representation is particularly

important. The administration of community education activities is greatly facilitated when school personnel understand the goals and purposes of community education.

The task force should have clear objectives to help facilitate organizing efforts. Task force members should address such questions as: how many community education centers should be established; what means of financing should be pursued; what human and financial resources already exist in the community; what are the wants and needs of the community; and what is the role and composition of a community advisory council.

Site Selection Criteria

The task force should determine the criteria for selection of facilities for the community education program. These should include the following:

- accessibility to residents;
- eligibility for funding;
- avoidance of duplication of services;
- need for services (rate of crime, truancy, neighborhood instability, etc.); and
- interest of the community.

Funding

The task force should determine what existing resources are available to support community education. Depending upon the community and the design of the program, a user fee system may be appropriate. A variety of state, local, and private resources can offer funding sources, including city or school district revenue, state department of education funds, local private donors, tuition and fees from community participants, and in-kind city contributions.

Needs Assessment

The task force should conduct an initial needs assessment using existing communications networks to survey neighborhoods. These networks may include:

- schools (home surveys and Parent Teacher Association meetings);
- churches;
- social service agencies (welfare agencies, probation department); and
- police department.

This process for identifying areas of concern will provide a preliminary assessment of the wants and needs of the community and the available human and financial resources.

Organizing Advisory Councils

Each community education center should have a neighborhood advisory council. The task force should devise a means for appointing or electing the first councils and should establish a procedure for subsequent elections. The purpose and authority of the advisory councils should be clearly defined by

the task force from the outset in order to avoid later misunderstandings. The means to support the councils should be carefully considered. In Birmingham, Alabama, the councils receive city funds as a measure of official approval. However, the Austin councils prefer private support, believing it allows more independent operation.

The task force may also want to consider forming a community education consortium, as in the Austin program. Austin's consortium consists of elected representatives from each of the neighborhood community education centers, as well as individuals representing organizations and governmental agencies. The consortium's purpose is to receive recommendations from the neighborhood advisory councils and to develop city-wide policies for the total program.

Administration

Administration of community education programs generally falls into three categories as it relates to city involvement:

- school-administered with city support (the most common);
- joint city/school administered; and
- city-administered (least common).

Many Mayors have found that joint city/school responsibility for community education programs provides for maximum coordination and conservation of resources. As Mayor Carole Keeton McClellan of Austin, Texas, stated in her presentation to the Mayors Leadership Institute, "A great deal of time and effort could have been saved in Austin if the community education program had originated as a city/school program."

VII. Resources

Community education is a process that emphasizes the use of existing resources through interagency planning and coordination; as a result, additional funds may not be needed to implement a program. However, as discussed in the previous chapter, various state, local, and private resources may also be available to support community education activities. In addition, technical assistance as well as numerous publications are available to cities interested in starting a community education program.

Technical Assistance

Free technical assistance for program development is available from state departments of education and/or university based community education centers. Cities may obtain the name of the nearest community education center by writing to:

Community Education Program
Department of Education
7th and D Streets, S. W.
Washington, D. C. 20202
Attention: Ron Castaldi, Director

or

U.S. Conference of Mayors
1620 Eye Street, N. W.
Washington, D. C. 20006
Attention: Carol Moody Becker
Staff Director for
Education Programs

Publications

- Cities interested in a city government/school district community education model may wish to receive copies of the report, *Community Education Proven Practices—Local Government Participation*. This publication describes in detail how Austin, Texas, developed a community education partnership involving local government, the schools, and citizens. The paper also explores the development of similar community education models in other urban settings. Copies may be obtained by writing to:

Community Education Program
Department of Education
7th and D Streets, S.W.
Washington, D.C. 20202
Attention: Ron Castaldi, Director

- The Educational Facilities Laboratories has published a book, entitled *Community School*

Footnotes

¹ Department of Education, *The Federal Experience Under the Community Schools Act* (Washington, D.C.: U.S. Government Printing Office, 1980).

² *Organizing a Community School* (Newton, Massachusetts: Newton Community Schools, 1980).

³ National Community Education Advisory Council, *Community Education: The Federal Role* (Washington, D.C.: Department of Education).

⁴ *Proceedings: City Perspectives on Refugee Resettlement* (Washington, D.C.: U.S. Conference of Mayors, October 1 and 2, 1980), p. 11.

⁵ *Study Reveals Wide Mayoral Involvement in Humanities Activities* (Washington, D.C.: U.S. Conference of Mayors, June, 1980), p. 1.

⁶ The Honorable Charles Royer, Mayor of Seattle, "Letter to Mayors," in *Humanities in the City—Seattle: 48th Annual Conference of Mayors* (Washington, D.C.: U.S. Conference of Mayors, June, 1980).

⁷ For further information please see *Community Education and Health Services* (Washington, D.C.: U.S. Conference of Mayors, 1981).

⁸ For further information please see *Community Education and Housing Needs* (Washington, D.C.: U.S. Conference of Mayors, 1981).